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ABSTRACT

This report describes a program for increasing connections between curricula, and increasing consistency between classrooms in classroom management techniques in order to increase student self-esteem, reading level, and academic success. The targeted population consisted of 67 ninth-grade students in a growing middle class community in northern Illinois. The problems of low reading ability, poor self-esteem, and low academic success were documented through data from reading test scores, grade point average, student survey, and teacher observation. Analysis of probable cause data revealed that students exhibited low-level reading ability, sometimes two or more grade levels below expectation. Faculty reported students also exhibited signs of low self-esteem. Reviews of curricula content and instructional strategies revealed a lack of transfer strategies and few connections being made across curricula, leaving students with a poor sense of purpose about their learning. Further investigation revealed a lack of consistency in classroom management techniques and a low frequency of lessons on team building or self-esteem. A review of solution strategies suggested by knowledgeable others combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: (1) the implementation of integrated teaching strategies and lessons; (2) the use of consistent classroom management techniques in all rooms; and (3) the addition of more frequent cooperative learning and self-esteem lessons. Postintervention data indicate an increase in student self-esteem and student academic success. The postintervention data on student reading level, however, were inconclusive. Fourteen appendixes contain documents used in the study and survey instruments. (Contains 3 tables, 2 figured, and 40 references.) (Author/SLD)

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ED 422 419

THE EFFECTS OF INTEGRATED CURRICULUM ON 9TH GRADE AT-RISK STUDENTS

Linda L. Morris

An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

Requirements for the Degree of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field-Based Masters Program

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DEDICATION

First and foremost this paper is dedicated to God, for only through his power, mercy and faithfulness could it have been completed. Second it is dedicated to my family and friends, who continue to stand by me and help me up when I stumble, no matter what. Third, I would like to recognize any and all educators who in the face of seemingly insurmountable odds give their all daily to reach and teach America's youth, you are a rare breed indeed.

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ABSTRACT

This report describes a program for increasing connections between curricula, and increasing consistency between classrooms in classroom management techniques in order to increase student self esteem, reading level and academic success. The targeted population consists of ninth grade students in a growing middle class community located in northern Illinois. The problems of low reading ability, poor self esteem and low academic success were documented through data from reading test scores, GPA, student survey, and teacher observation.

Analysis of probable cause data revealed that students exhibited low level reading ability, sometimes two or more grade levels below expectation. Faculty reported students also exhibited signs of low self-esteem. Reviews of curricula content and instructional strategies revealed a lack of transfer strategies and few connections being made across curriculums, leaving students with a poor sense of purpose about their learning. Further investigation revealed a lack of consistency in classroom management techniques and a low frequency of lessons on team building, or self esteem.

A review of solution strategies suggested by knowledgeable others combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: the implementation of integrated teaching strategies and lessons, the use of consistent classroom management techniques in all rooms, and the addition of more frequent cooperative learning, and self esteem lessons.

Post intervention data indicated an increase in student self esteem and student academic success. The post intervention data on student reading level however was inconclusive.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted ninth grade class exhibit low reading scores and low self esteem resulting in poor academic performance due to a traditional curriculum. Evidence for the existence of the problem includes academic records, teacher observation of student behavior and assessments that indicate student reading performance.

Immediate Problem Context

The school district in which the targeted population occurs is a Unit district consisting of nine campuses. Six of the nine campuses are elementary schools, two are middle schools, and one is a high school. The district encompasses sixty four-square miles of area in two counties and includes areas of the villages of Bolingbrook and Plainfield, the City of Joliet, the Townships of Nau-Au-Say, Plainfield, and Wheatland.

The figures which follow are strictly those of the high school in question unless otherwise stated. A summary of the racial ethnic background and enrollment of the high school and the district as it compares with the state is presented in table one.

Table 1

Racial/Ethnic Background and Enrollment figures from the School Report Card 1997

	White	African-A	Hispanic	Asian	Native-A	Total Enrolled
School	92.2%	0.7%	5.6%	1.3%	0.1%	1,907
District	93.3%	0.9%	4.4%	1.3%	0.1%	6,635
State	63.3%	20.6%	12.8%	3.1%	0.1%	1,931,871

As stated in table one, a majority of the student population is white, comprising 92.2% of the overall high school population. Out of the remaining 7.8%, the majority 5.6% are Hispanic, followed by Asians 1.3%, African Americans 0.7%, and Native Americans 0.1%. The total enrollment is 1907 students. However, it should be noted that only one year ago the total enrollment was only 1700 students, and the percentage of white students was 94.4%, Hispanics 4.2%. This comparison is made to point out the enormous growth occurring in this district and to highlight the increasing ethnic diversity. The large influx of students has been a problem for the district. Keeping up with the growth has resulted in the proposal of a referendum of 79.5 million dollars in March 1997 which failed, and another referendum proposal of 84.9 million dollars in November 1997 which was approved. The plan for these additional funds is stated as building an addition onto the current high school, building one new high school, one new middle school, and two new elementary schools. This would increase the number of campuses in the district from nine to thirteen in five to seven years.

The percentages of low income, limited English proficient students, student attendance rates, chronic truants and dropouts are presented in table two. Low income

students are defined as those from families receiving public aid, living in an institution for neglected or delinquent children, being supported in foster homes with public funds, or eligible to receive free or reduced price lunches. Limited English proficient students are those who have been found to be eligible for bilingual education. A perfect attendance rate of one-hundred percent means that all students attended school every day. Chronic truants are defined as students who were absent from school without valid cause for ten percent or more of the last 180 school days. The dropout rate is based on the number of students in grades nine through twelve who dropped out during 1996-97.

Table 2

Low-income, Limited-English, Dropouts, Attendance rates, Chronic truancy figures from the School Report Card 1997

	Low-income	Limited English	Dropouts	Attendance	Chronic truancy
School	1.7%	0.4%	2.3%	94.1%	1.1%
District	1.4%	0.3%	2.3%	95.4%	0.4%
State	35.7%	6.1%	6.4%	93.8%	2.3%

As shown in table two, the low-income percentages in our district reflect the fact that overall this is a very affluent population; the influx of new housing within the district is largely single family homes priced above $150,000. The comparatively low ethnic diversity accounts for the low percentage of students challenged by language barriers, less than one percent. In addition, the dropout numbers, attendance percentages and truancy percentages all compare favorably to the state averages.

The district has an average class size of twenty-five students as compared with the state's nineteen and three tenths. This is high, but typical of medium sized high

schools. The teaching staff for the district number three hundred and five and is 99.9% white. More than thirty percent of the faculty has a Master's degree or greater and the average years of teaching experience is nearly eleven years. The ratio of pupils to teachers in the district is about twenty-one to one, which if compared to the state average of nineteen is respectable. There is one statistic that does not compare favorably with the state average and that is the expenditure per pupil figures. The amount spent per pupil in this school district is only $4,430, while the state average is a whopping $6,158. It should be noted however that in spite of this expenditure discrepancy that the high school's Illinois Goal Assessment Program (IGAP) scores match or exceed the state's average scores in all areas tested.

The specific population of students addressed by the problem statement are sixty-seven ninth graders identified as at-risk through the criteria of Explore test reading scores, academic records, and anecdotal information from eighth grade instructors. These students were targeted for the second phase of a pilot program in integrated curriculum. The first phase of the program began in 1996-97 and consisted of a team of four teachers serving a ninth grade population of one hundred average students; these students were selected using Explore test scores and were drawn from the center of the score spread. The second phase of this integrated pilot program began this year, 1997-98, and as described above consists of four core teachers, two support staff (reading specialists), and sixty-seven at-risk students. Class size in this second group was limited to a maximum of nineteen providing for more student/teacher one on one instruction and support.

The Surrounding Community

The community surrounding this school district is growing rapidly. The population figures for the township in 1990, at the time of census, were 12,309 and the estimation for the year 1997 was 14,034, showing a significant percentage of growth. The population figures for the village in 1990 were 4,557 and the estimation for the year 2010 (estimated by Northeastern Illinois Planning Commission) is 14,420. The reasons for this phenomenal growth rate are numerous, according to the Chamber of Commerce synopsis printed in 1995. Convenient location, easy accessibility to major highways, 'small town' flavor and an excellent school district are among those reasons.

The average household income in 1992 was $59,754 as reported by Equifax National Decision Systems (ENDC). The median property value in 1992 was $131,000 as reported by ENDC. Considering that this data is from six years ago, and the growth in this community over just the last eight years has been almost fifty percent, it is reasonable to assume that the property values and average household income have risen significantly. Residential and commercial developers continue to take advantage of the abundant amount of land ready to be developed in this community, and there are no signs that this trend will slow down in the near future.

National Context of the Problem

Teachers have been struggling with students who have low reading levels since the advent of education. The controversy at the elementary school level has centered around how best to teach reading. The current and time-honored debate is should we use whole language instruction or phonics. At the intermediate and secondary level,

teachers of disciplines other than language arts, struggle to learn and implement strategies that enhance reading comprehension. In spite of all of our efforts student reading levels continue to decline. According to the IGAP (Illinois Goal Assessment Program) Summary of Student Achievement in Illinois 1993-1997 "Average reading achievement in grades 6, 8, and 10 declined steadily from 1993 to 1997. Grade 3 scores fluctuated, but the average score was lower in 1997 than in 1993." The importance of our students reading ability and lack thereof is best addressed by Marie Carbo, "The current levels of reading achievement for too many young Americans still falls short of what is needed in the workplace, in colleges, and in the international arena. A high level of literacy is essential to the vitality of our democratic society, but low reading ability holds back many American students, making it virtually impossible for them to understand their subjects and causing them to fall ever further behind in their school work." (Carbo as cited in Cole, 1995, p.75) Clearly then, low reading level is directly related to students academic success or failure.

Common sense would dictate that ones thoughts can and do influence ones behavior. Purkey takes this concept even further when he states in his book that "Once we have acquired an idea about ourselves, it serves to edit all incoming information and to influence our future performance. Several studies have concluded that self concepts stand in a causal relationship to academic achievement."(Purkey, 1970, p.23) It is for precisely this reason that educators are concerned about student self concept. Not only would teachers like students to be happy well-adjusted individuals, but if there is a positive causal relationship between self concept and academic achievement educators

would be well advised to pay close attention to their effect on students' self concept.

There are other forces at work here besides low reading ability and low self esteem. It has been said that, "By the year 2020, the majority of America's public school students will be living under conditions that place them at risk of educational failure. This is a projection, of course. But the trend toward ever higher percentages of poorly housed, malnourished, abused, and neglected children is inarguable." (Irmshe, 1998, p.5) It is obvious that students today are more at risk than ever from a variety of arenas. The influence of drugs, violence, media, gangs, and a host of other problems such as low parental involvement, abuse, and dysfunctional family environments leave educators with students who rarely arrive at school emotionally equipped to learn. The traditional classroom curriculum and the old ways of teaching cannot possibly provide these students with a meaningful, relevant education. The fragmentation and isolationism of the old traditional curriculum where students moved from class to class each day trying to figure out what was required to do well in each environment is antiquated, and no longer serves our learners well. "Integrating curricula has matured into a workable and formidable force in high school reform." (Jacobs, 1997, p.32) Integrated curriculum has been evolving steadily and has shed its trendy, New Age spin. (Jacobs, 1997) Teachers are now examining their curricula to provide students with both perspectives, curriculum integration that is relevant and the singular focus of one discipline when the skills and concepts warrant. (Jacobs, 1991)

Integrated curriculum has long been a force in elementary and middle schools. It is only relatively recently that integrated curriculum and interdisciplinary teams have

become a force in high school education reform. "I contend that interdisciplinary learning teams must be the central component of any meaningful high school reform effort." (Spies, 1996, p.7) This quote states it rather strongly, but does reflect the fact that integrated curriculum isn't just a tiny ripple in the pool of reform ideas, it is quickly becoming a tidal wave.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the students low reading level two different measurement tools were utilized, the Explore reading test given to the students in eighth grade and the Gates-MacGinitie reading comprehension test which was administered in the fall of the students ninth grade year. The results of the Explore reading test are expressed as percentile scores, meaning that these students scored as well as that percentage of students who took the test across the country. A score of 80% would mean that students scored as well as eighty out of every hundred students who took the test. Whereas a score of 50% would mean that students scored as well as only half of the students who took the test. To be considered average, as compared with others who took the test, a student should score at a 50% or better. The scores of the Explore reading test were available for fifty five of the sixty seven team students. Out of fifty five students only four scored at a 50% or better, the mean score was 26%, the median was 18%. Over half of the tested students scored below the 20% mark, meaning that eighty percent of students across the nation at their grade level read better than these students. The results of the Gates-MacGinitie test were no better. The results of the Gates are expressed in grade equivalence. Out of sixty three students tested, only six

tested at or above grade level. The mean score was 5.3 and the median was 5.1, meaning that the vast majority of students were at least three or four grade levels below the ninth grade. These results were not surprising, considering that this is how the students were chosen to participate in the pilot integrated curriculum project.

In addition to being concerned about the students reading level, academic success was a concern. In order to gage the extent of this problem the students GPA (grade point average) was documented by using the eighth grade report card grades. Data was available for sixty two of the sixty seven students. The GPA's were calculated on a five point scale. The median GPA was 3.06 just slightly above a C average, the mean score was 2.9 just slightly below a C average. Although this may seem unalarming, twenty six (more than one third) of the sixty two students had GPA's below the 3.0 (C) mark. In addition, only two students scored at a 4.0 (B) or greater.

To supplement the evidence of the GPA calculations, several conversations with the junior high teachers in the district revealed serious doubt on their part about whether or not the majority of these students would make it through high school. Words that were often heard during these conversations were, undisciplined, disorganized, irresponsible, dependant, unmotivated, disrespectful, and academically unskilled. Whether or not these comments and impressions were true remained to be seen, but suffice it to say that this was one additional reason that the students chances for academic success was in doubt.

One additional problem presented itself as a concern, the self esteem of the students. In order to get some impression of whether or not the students self esteem

was poor or not, a survey was administered in the fall of their ninth grade year. See Appendix A for a copy of the survey. The results of the survey were somewhat ambiguous. For instance, 76% of the sixty seven students felt that they were good students, but 85% said that they wished they were better students. Forty six percent expressed that they feel slower than most students, 58% said they often learn things one day and forget them the next, yet 84% said they think of themselves as smart. As far as reading, 66% said they were good readers, and on the flip side 70%, nearly the same number, said they wished they were better readers. The ambivalent answers leads one to believe that these students are trying to stay optimistic about their academic ability, in spite of the extrinsic labels others have placed on them. Other evidence that leads one to believe that the students self esteem is suffering in spite of their answers on the survey is their own comments regarding team. At first students were heard to comment that, "this must be the dummies hall", or "yeah these classes are for us slow kids", or "we're the slow kids that's why we're in this team thing". These comments obviously reflect individuals who believe they've been labeled as slow or dumb, whether or not they believe they deserved these nonexisting labels is unknown.

Probable Causes

What caused these problems? There are many possibilities as to what caused the students problems of low reading level, low self esteem, and low academic success. Although all of the possibilities cannot be addressed, there are some outstanding reasons that may have contributed to the problems at hand.

Low reading level is probably a problem that originated in the lower grades and

became more exacerbated as time went on. Teachers in the middle and upper grades tend to relinquish their emphasis on reading and begin to focus on content. This problem is likely to continue to become worse over time as more and more information is squeezed into the curriculum and less time is spent reading and reflecting.

Low self esteem can be caused by a number of problems. Over critical parents, not enough positive reinforcement, the self fulfilling prophecy of extrinsic labels placed on lower level students are all possible contributors. The most likely of these problems are the two latter. Students who are at the lower end of the standardized testing, as these students are, are often placed in the lower reading groups and labeled as slower. Some of the students have been tested and labeled as learning disabled this, although intentioned to help the student overcome his difficulties, can serve to lower the self esteem of the student making him or her feel different or not good enough. In addition, although students often receive praise, the praise is often not specific enough to have meaning for the student. Praise is only effective if it is linked to student accomplishment, specifies details, conveys value, and attributes success to the student's effort and ability. (Black, 1992) If the student consistently receives nonspecific ineffective praise the student feels a lack of positive reinforcement for his or her talents and unique abilities.

The lower academic success level of this population of students could be caused by both of the above and a lack of organizational and study skills. Students are simply expected to be organized and to know how to study although they have never received any instruction. For a student who is somewhat disorganized, trying to manage the

demands of several teachers throughout the day can be a daunting task. In a traditional curriculum students move from class to class and face a vastly different set of rules and expectations from each teacher. According to Evertson and Harris a clear consistent set of expectations, routines, and systematic monitoring that are established at the beginning, are the best way to manage a classroom for maximum on task behavior. (Evertson & Harris, 1992) In addition each of those teachers seldom knows what the others are doing as far as curriculum. Students are often being taught a curriculum that leaves them wondering, 'why am I learning this?'. Students are left to make the connections and find relevance for their learning on their own. According to Relan and Kimpston teachers are frustrated with the fragmented schedules in schools today and a unified approach would not only resolve these problems, but make curriculum more relevant and useful to the learner regardless of the content being taught. An integrated curriculum helps students understand a complex, interrelated world. (Relan & Kimpston, as cited in Fogarty, 1993) Many integrated curriculum proponents believe that learning material in context through integration can lead to reduced failure rate and higher academic achievement in today's students. (Fogarty, 1996; Jacobs, 1989; Spies, 1996)

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In order to determine whether or not the probable causes are verifiable, it is necessary to examine the current literature on integrated curriculum. Where did integrated curriculum originate? The first integrated or interdisciplinary classrooms in America were probably the one room schoolhouses of old. One teacher taught all subjects to students of many levels. However the majority of citations in education literature suggest that integrated curriculum did not become a formal idea until the 1920's. As early as the 1920's the progressive movement in education advocated curricular integration through themes because proponents believed the disciplines prevented students from seeing the relationships between subjects and therefore decreased the content's relevance. (Eisner, 1992) Could integrated curriculum go farther back than that? Some experts say yes, "The call for curricular integration is by no means new; it dates as far back as Plato" (Martin-Kniep, Feige, Soodak, 1995, p. 228) One notable study, the Eight Year Study published in 1942, noted that "students from high schools having more integrative curricular designs were more successful in college than their peers who had completed a traditional college-preparatory curriculum." (Jenkins, Tanner, 1992, p.4) Even though opponents would attempt to have one

believe that integrated curriculum is the latest fad, in reality it is a longstanding curricular idea. "The desire to integrate school subjects has been strong and continuous for most of the twentieth century." (Horwood, 1992, p.2)

The Terminology of Integrated Curriculum

There are several terms used in the nomenclature of integrated curriculum, interdisciplinary, multidisciplinary, thematic, integrated are the more popular. Many educators use these terms as if they were interchangeable, when in truth it is very important for them to discern between one and another. In one example Vars, says "Approaches to interdisciplinary curriculum have borne many different labels over the years. Even a seemingly simple concept like interdisciplinary teaming means very different things in each situation." (Vars as cited in Harvard Education Letter, 1995, p.3) Vars seems to have his own definition of what interdisciplinary teaming consists of, "In the interdisciplinary team approach, teachers of several different subjects are assigned one group of students and encouraged to correlate at least some of their teaching." (Vars, 1991, p.14) When it comes to integrated curriculum Vars defines several approaches from correlation and structured core, to unstructured core, he describes a variety of ways to approach the integration process. (Vars, 1991) Heidi Hayes Jacobs one of the leading proponents of this type of curriculum, uses the term interdisciplinary curriculum to define instructional practices that vary as widely as Vars' approaches to integration. This continuum could range from something simple, like parallel disciplines in which, for example, an English teacher and a history teacher might be teaching the same topic in different rooms, to something much more complex like what she calls the complete program where there are no discipline boundaries at all. (Jacobs, 1989)

Jacobs formal definition for interdisciplinary is "A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience." (Jacobs, 1989, p.8) Most experts would call Jacobs complete program integrated curriculum at its purest. James Beane one of the leading middle school integrated curriculum experts, is very explicit in his discernment between interdisciplinary and integrated curriculum. Beane, says "Selecting a theme and building lessons around it from within teachers' individual disciplines is multidisciplinary or interdisciplinary. Integrated curriculum is a different animal. It involves a complete dissolution of subject area boundaries, with the subjects serving as tools that are brought into instruction only as needed as they integrate naturally." (Beane as cited in Harvard Education Letter, 1995, p.3) Robin Fogarty noted author and another leading expert in the field of integration, divides the field of integration into ten different terms to describe degrees of integration. Some of the more noted divisions are, fragmented , which is the traditional model of distinct disciplines, threaded, where thinking skills, social skills, and study skills are threaded across disciplines, and integrated, where discipline boundaries are more thoroughly blurred and overlaps in topics and concepts are addressed. (Fogarty, 1991) Thematic unit is yet another of the terms included in the integrated curriculum nomenclature. Thematic unit is a term most often applied in the elementary classroom. However, one of Fogarty's ten views of integration, webbed, is identical to the development of thematic units. In Fogarty's description, "a fertile theme is webbed to curriculum contents and disciplines; subjects use the theme to sift out appropriate concepts, topics, and ideas." The teacher presents a topical or conceptual theme, and webs it to the subject area.

(Fogarty, 1991, p.53) One might believe that all of this terminology, all of these different definitions, would serve to muddy the waters of curriculum development, and they can if educators who work together don't take the time to discuss and agree on what they mean. However, if educators use this terminology as a basis for their discussion on what integrated curriculum means to them, it can foster understanding and creativity in their curriculum development. "While the diversity of definition is somewhat disconcerting as one initially investigates the concept of integrated learning, that same diversity usually turns into a blessing in disguise. As one explores definitions and grapples with the idea of 'exactly what do we mean by integrated curriculum', there is an opportunity to define it in ways that are relevant and meaningful to those about to use it." (Fogarty, 1993, p.85) For the purposes of this paper the term integrated curriculum will be used, with the meaning being founded in Fogarty's ten divisions; therefore at times the curriculum integration being discussed will be simple like her shared model and at others the integration will be more complex like her webbed or threaded models. (Fogarty, 1991) See Appendix B.

The Process of Curriculum Integration

In order to prepare to venture into the world of integration the first task is to designate who will be involved in the team effort. According to Susan M. Drake "Only those who volunteer should be involved." (Drake, 1993, p.10) Considering the commitment of time and talent that will need to be devoted to the process of developing and implementing integrated curriculum, one can certainly understand the need to have individuals on the team who have not been coerced into the process. Drake also believes that the members of an ideal writing team are not only volunteers but those

who will implement the product, love teaching and students, are willing to learn, are risk-takers, demonstrate interpersonal skills, and are innovative and creative. Drake also notes that "A natural human reaction to impending change is resistance." (Drake, 1993, p.8) This resistance to change is difficult for anyone to overcome, but even more so for the educator who is faced with the daunting task of designing and implementing integrated curriculum. The team's ability to work together will only be discovered over time. Richard Lear addresses the complexities of working together in his contribution to Restructuring for an Interdisciplinary Curriculum, "Teachers who work on integrated teams spend long hours together and frequently develop strong bonds. At the same time, teachers acknowledge the difficulties. Even with patience and the ability to cooperate and compromise, differences aren't always resolved. In the end, however, teachers feel the complexities of working together also lead to important benefits they are denied when working in isolation." (Lear as cited in Jenkins & Tanner 1992, p.38). After team members have been chosen the real work begins, identifying goals, and designing and implementing the curriculum.

It is necessary before beginning any curriculum design that participants identify what the goals of the curriculum are going to be; Drake suggests some questions that should be asked and answered at this juncture, "What is worth knowing?, What is the image of the learner?, How do students learn?, and What values are important?". (Drake, 1993, p.9) In Drakes book Planning Integrated Curriculum she quotes a K-8 principal Karen Erskine who emphasizes with her metaphor how important having a destination in mind can be, "without some description of the safe haven the ship is sailing toward, it will no doubt be destined to forever cruise the choppy waters or return

to the familiar shores it left behind." (Erskine as cited in Drake, 1993, p.9) After establishing a vision or goal, the team should most likely move on to the nuts and bolts of designing the curriculum.

Jacobs lists what she believes to be the keys to effective unit design as, " . . . common planning time among participating teachers, flexible scheduling, and early assessment of the yearly curriculum. This last point is especially important. By mapping out your curriculum choices on a monthly academic calendar you can more easily identify potential areas for interdisciplinary unit development based on what you are teaching." (Jacobs, 1991) Scott Willis echoes this idea of looking for already existing potential connections when he says, "Beginnings need to be manageable. Building on efforts already in place may be a good way to start. Plans and activities should not be too elaborate." (Willis, 1995, p.2) Willis also believes in common planning time as an essential in developing integrated curriculum, "Teachers will require mutual planning time to learn, to plan, to implement curriculum and to evaluate results. Longer blocks of time will be needed in the student schedule to accommodate the necessary flexibility." (Willis, 1995, p.3) He also states that "Administrative support is imperative."(Willis, 1995, p.3) Certainly one can understand why administrative support is necessary, considering that ultimately they are in control of scheduling, materials, release time, funds for ongoing training, and incentives.

Once team participants have some of this preliminary effort out of the way they may dig deeper into the meat of designing integrated curriculum. There are a plethora of models available to spark design efforts, Fogarty's ten views for integrated curricula (Fogarty, 1991), Shoemaker's eight approaches (Shoemaker, 1991), Vars' four designs

(Vars, 1991), Drake's three types of experiences (Drake, 1991), and Jacobs' continuum of options for content design (Jacobs, 1989) present themselves as possibilities.

There are criteria that should be considered when deciding if any of these integrated curriculum designs is the most effective way to approach the content at hand. Kathleen Roth, of Michigan State University voices some concerns about how teachers choose to integrate, "Teachers shouldn't just assume that curriculum integration is inherently a good thing. They should explore what kinds of integration yield benefits for student learning. In planning integrated curriculum teachers need to ask, is it a natural connection or a forced and superficial one? Naturally occurring links are extremely powerful."(Roth as cited in Willis, 1994, p.3) Joan Grady of the Mid-continent Regional Educational Laboratory (McREL) feels that the "driving force" in planning is to ensure that "critical content" is clearly identified. Otherwise, "you can have cutesy activities but what do they add up to?" (Grady as cited in Willis, 1994, p.4) Most experts concur that paying close attention to standards and performance expectations is critical to developing integrated curriculum that is profound rather than superficial. Heidi Hayes Jacobs says that, "Teachers should fuse the disciplines only when doing so allows them to teach important content more effectively . By providing a context for the knowledge and skills students learn, interdisciplinary teaching can improve students' retention. But if teachers feel that a particular effort to integrate content is sabotaging their work, they simply shouldn't do it." (Jacobs as cited in Willis, 1994, p.3) Teachers should keep in mind that curriculum integration is not an end unto itself, but a tool they can use to enrich the educational experience. The suggestion has been made that before we have students engage in activities designed to promote curriculum integration we should

apply some criteria to decide if the activity is valuable. Jere Brophy and Janet Alleman suggest the following criteria, "1. Activities should be educationally significant, ones desirable even if they did not include the integration feature. 2. Activities should foster, rather than disrupt or nullify, accomplishment of major goals in each subject area." (Brophy & Alleman, 1991, p.66) David B. Ackerman also addresses, extensively, the idea of applying criteria to the development of integrated curriculum. He divides the idea into two categories, intellectual criteria and practical criteria. In his analysis of intellectual criteria he develops four separate criteria that he feels should be applied as a series of tests to determine if the integrated curriculum is worthwhile, validity within the disciplines, validity for the disciplines, validity beyond the disciplines, and contribution to broader outcomes. What Ackerman is saying is that in order to be worthwhile curriculum must meet valuable needs in each of the disciplines individually, it must actually enhance the learning of discipline-based concepts when taught together, it should offer some illumination beyond the disciplines themselves, some idea, experience, or perspective that wouldn't have been gained without the integrated effort, and last it should help to shape the learner's overall approach to knowledge.(Ackerman as cited in Jacobs, 1989) In addition to these intellectual criteria Ackerman also believes that the integration effort should meet some practical criteria. These practical criteria could include any of the following, is there time for design, money for development, materials, and staffing, and does the schedule allow for mutual planning time, in addition is there political support within the school system? (Ackerman as cited in Jacobs, 1989) Each of these considerations has the potential to derail an integrated effort. In designing integrated curriculum teachers need to decide what criteria are

critical in their view and apply those criteria to ensure that their designs serve to educate, not just integrate.

Proponents vs. Opponents

If one does manage to avoid the pitfalls and design valid worthwhile integrated curriculum, what can he or she expect as a result of implementing this curriculum? The proponents of integrated curriculum far outnumber the opponents, but each has their argument.

Proponents of integrated curriculum believe that too many of our students are just going through the motions of attending high school, that the fragmented, isolated curriculum bytes they are getting today in the traditional curriculum aren't teaching the students anything they find meaningful or useful. Educators today see students moving from class to class trying to master a vast number of disconnected facts and skills that have no relevance. "...,current programs and practices are content driven, are fragmented, reflect centralized control, track children, and involve competition to gain access to resources. Integrative programs and practices are theme-based, are holistic, reflect shared control, and nurture children in collaborative, interactive environments." (Shoemaker in Fogarty, 1993, p.97) "In the real world, we do not wake up in the morning and do social studies for fifty minutes. The adolescent begins to realize that in real life we encounter problems and situations, gather data from all of our resources, and generate solutions. The fragmented school day does not reflect this reality." (Jacobs, 1989, p.1) These two quotes reflect the opinion of experts that the traditional curriculum of Americas high schools where students move from classroom to classroom teacher to teacher with no evident connections between one and another is not realistic

or advantageous. The burgeoning amount of knowledge in all areas of study makes it necessary for educators to selectively eliminate more and more each year. The supposition of the experts is that although we may cover less by integrating the curriculum it would be more relevant because the students would see connections to the real world, therefore the students essentially would gain more knowledge and retain it longer. "Coverage is a no win type of teaching style. The alternative is to reshape the curriculum around a set of concepts that are most critical for learners. This allows students to focus their work and projects on essential concepts, factual knowledge, and skills." (Jacobs, 1997, p. 35) "The curriculum becomes more relevant when there are connections between subjects rather than strict isolation." (Jacobs, 1989, p.5) Pat Wasley at the Coalition of Essential Schools concurs that, "the disciplines are an efficient vehicle for coverage, not learning. Although discipline-based instruction has enabled teachers to plow through lots of content, kids aren't coming out as competent human beings." (Wasley as cited in Willis, 1992, p.3) "By breaking through discipline boundaries, teachers can make the curriculum more relevant and contemporary because they can embed knowledge and skills in real-life contexts, rather than teaching them from a dry textbook." (Wasley, as cited in Willis, 1994, p.3) Expert after expert expresses the same sentiment, that integrated curriculum simply makes sense when one looks at the world, it occurs as a whole with interrelated concepts and problems, nothing occurs in absolute isolation. "Curricular integration makes sense, or more emphatically, is of paramount importance, because it is both philosophically sound and pedagogically efficient. It is essential because the child needs to live in the world imbued with an inherent sense of relatedness." (Martin-Kneip et al., 1995, p.230)

Another supposed benefit is the aspect of motivation, the supposition is that when students experience a curriculum that is more relevant to the real world they will be more intrinsically motivated to learn. This motivation factor may be particularly important to students perceived as at-risk. "More than one project focused on the at-risk student; they claimed that this type of student benefitted most from the integrated approach because the increased relevance meant increased motivation." (Drake, 1993, P. 14) According to Wasley the reason that integrated curriculum is so popular is that, "Teachers are desperately looking for ways to engage kids." (Wasley as cited in Willis,1994, p.4) If this is true, integrated curriculum may very well be the answer. Paul Spies gives an entire list of benefits of interdisciplinary learning teams, they include, "A more coherent and relevant curriculum, improved higher order thinking skills, improved attendance, consistent messages to and expectations of students, reduced discipline problems, early and cooperative intervention with students at-risk and those who may fall through the cracks unnoticed, greater teacher motivation and satisfaction, improved instruction, reduced failure rate, improved student skills through team emphasis and reinforcement " (Spies, 1996, p.9) If integrated curriculum can deliver what the experts promise, and it is the best way to engage, motivate, and encourage retention in students, it is no wonder that interest is high and integration is considered a justifiable trend and not just the latest fad.

On the other side of the argument are the opponents of integrated curriculum. Overall there are four arguments that the opponents all seem to use. The first of these arguments is that integrated curriculum is no more relevant than discipline-based curriculum, if the discipline based teacher is putting in the effort to teach in real world

context. Grant Wiggins, an assessment expert, has reservations about interdisciplinary learning on this basis. Wiggins rejects the contention that discipline boundaries are harmful and arbitrary. He argues that, "better attention to content and context can make discipline-based instruction as relevant and motivating as integrated instruction is touted as being." (Wiggins as cited in Willis, 1992, p.4) Paul S. George, of the University of Florida, echoes this sentiment when he says, "There is little evidence that integrated curriculum presents more opportunities for real problems or puzzling situations to motivate or provoke persistence in learners. Excellent teachers have infused traditional curriculum with real-world problems for a century." (George, 1996, p.16) Another argument that is frequently heard is that integrated curriculum units may require teachers to teach content that is not in their field of expertise, leading to a superficial treatment of the topic at best. Albert Shanker, late leader of the American Federation of Teachers, warns that, "integrated learning may offer only the shallow kind of knowledge that comes from insufficient grounding in the basic disciplines." (Shanker, 1996, p.30) Wiggins repeats this argument and says, he worries that integrated teaching may require teachers to get into topics that are beyond their expertise, resulting in pooled ignorance that leaves students cold. (Wiggins as cited in Willis, 1992) There are finally two last arguments that are made by George. George believes that integrated curriculum is such a daunting task, so time consuming, that teachers may find themselves exhausted and burned out, or at the least depleted of energy and enthusiasm. Finally George makes what one may consider the challenge argument. He states that except for personal testimony and individual success stories, there is no hard evidence, no concrete research data to support the claims of integrated curriculum

proponents. His challenge is that these proponents should continue to clarify the meaning of integrated curriculum, conduct and publish credible research on results of integrated curriculum, and that they should respect those dedicated educators who have not yet adopted integrated curriculum and still deliver exciting well-prepared traditional curriculum.

It should be mentioned that several experts promote the idea of a compromise between traditional curriculum and integrated curriculum. Many recognize that the individual disciplines should not be completely abandoned for the integrated approach, but that both should be used as tools to design the most advantageous curriculum for today's youth. Heidi Hayes Jacobs is probably the most noted expert who has adopted this philosophy of a blended curriculum approach. "It is not that schools should avoid dealing with specific disciplines; rather, they also need to create learning experiences that periodically demonstrate the relationship of the disciplines, thus heightening their relevancy. There is a need to actively show students how different subject areas influence their lives, and it is critical that students see the strength of each discipline perspective in a connected way." (Jacobs, 1989, p.5)

Conclusion

Finally it should be said that there really is no consensus among the experts. Some argue vehemently for integrated curriculum and others caution against its use. There is no solid research data to support either position, only the beliefs of those who are experiencing success and are excited about the concept. There are numerous success stories primarily at the elementary and middle school levels. As far as the secondary level integrated curriculum is in its infancy. Currently it is limited to pockets of

success and the occasional case study outlining how integrated curriculum worked in that instance.

Project Objectives and Processes

As a result of increased integration of curriculum during the period September 1997 to February 1998 the targeted students from the ninth grade will increase their academic success by an average of one letter grade as measured by their GPA.

As a result of increased integration of curriculum during the period of September 1997 to February 1998 the targeted students from the ninth grade will increase their self esteem as measured by a student survey and teacher observation.

As a result of increased integration of curriculum during the period of September 1997 to February 1998 the targeted students from the ninth grade will increase their reading level as measured by the Gates test.

In order to accomplish the terminal objectives, the following processes are necessary:

1. Student's GPA's in eighth grade and ninth grade Semester I will be determined.
2. A student survey will be created and administered both before intervention and after to assess changes in student self esteem.
3. A reading performance test will be administered both before and after intervention to assess changes in student reading level.
4. Integrated curriculum material and classroom procedures will be developed for use with the targeted ninth grade population.

Project Action Plan

How can one determine if integrated curriculum is a viable alternative? Essentially action research is the answer, assess student's current status, implement an intervention and assess student changes post intervention. In order to determine if integrated curriculum can help to solve the problems as stated in chapter two the problem statement the following actions will be taken and assessed.

I. Students Current Status will be Evaluated

A. Student Survey (to assess self esteem)
B. Student Reading Test (to assess reading grade level)
C. Student GPA in eighth grade Semester 2 will be determined (to assess student's prior level of academic success)

II. Consistent Integrated Program Implemented

A. Consistent Classroom Management Expectations Developed
   1. Materials expected
   2. Homework policies
   3. Rules of Attendance
   4. Rules of Behavior

B. Integrated Units of Study Developed
   1. Analyze current curriculum for possible connections
   2. Develop best connections into units of study
   3. Choose one theme or social skill per six weeks to 'focus' development of learning activities across the curriculum.

C. Cooperative Learning Activities built into program

D. Self Esteem Activities built into program

III. Students Status Evaluated Post Intervention

A. Student Survey (to assess self esteem)
B. Student Reading Performance Test (to assess reading grade level)
C. Student GPA in ninth grade Semester 1 will be determined (to assess student's current level of academic success)

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was triple fold. The objectives were as follows, to increase the students GPA, to increase the students reading level, and to increase the students self esteem. The implementation of consistent classroom management techniques, threaded reading and writing techniques, increased cooperative learning activities, increased self esteem activities, and integrated curriculum lessons were used to effect the desired changes.

The integrated team teachers met extensively before the onset of the regular school schedule to establish consistent classroom management expectations to be used in each of our classrooms. These classroom management expectations and consequences were established in the hopes that reinforcing appropriate behaviors in all team classes would provide the consistency students would need to develop positive behavioral habits. These expectations included not only rules of respect as far as behavior, but rules of responsibility about required materials and homework policies. (Appendix C) Each student was required to bring a three ring binder to each class every day; this was required as a way to help teach students some organizational skills. Every student's binder was separated into sections, one for each class, and all team teachers

hole punched all handouts given to students to help them in this organizational effort. In addition binder checks were performed in each team class periodically to encourage students to keep their binders organized and complete. These classroom expectations established a system of morning detentions as consequences. This is mentioned because the detentions were not served with a generic detention monitor in a centralized location, but with the team teachers themselves, so that whatever work or requirement the student was missing could be addressed by the team teachers directly during this time.

Consistent reading and writing strategies were implemented in all team classes to attempt to establish a basis on which students could begin to improve their reading and writing skills. In addition the hope was that seeing similar techniques in all classes would reinforce the idea that reading and writing skills are critical in all areas of academia and life. All team teachers agreed to use the following graphic organizers consistently, the Venn diagram, the Web diagram, the T-chart, and the Mind-map. (Appendices D, E, F, and G respectively) All team teachers used the same formal paragraph format and grading rubric, topic sentence, support sentences, and closure. (Appendix H and I respectively) At least once in each non-english team class students were required to write a formal paragraph that was graded using said rubric. Another strategy used was a Q.A.R. (Question Answer Relationship) which is a way for students to identify what kind of question they are trying to answer and therefore what kind of an answer will be required. An example of a Q.A.R. can be found in Appendix J. This technique was implemented in stages: first the students were provided with questions

that were already classified, second students were provided with questions that they had to classify themselves, last students were given a blank form and instructed to construct three questions of each type from a particular reading passage. The advantages expected in this were not only that students would learn to look at questions in a different way and begin to think about how extensive the answer would need to be, but would begin to learn to anticipate what questions they could expect to see on any future test. Furthermore, a DEAR (drop everything and read) program was utilized to increase student reading. Students were allotted time in a different team class daily to read DEAR books. Teachers also spent this time reading in order to set an example for students. See Appendix K for a copy of the DEAR program outline. In addition, students were given words of the week in each team class, and tested on those words in english class weekly. Also, quotes of the week were put on each team teacher's board and are uniform in all team classes. Discussions on what the quotes meant to each student were conducted in different classes each week. See Appendix L for a list of typical quotes used in team classes.

An increased number of cooperative learning and self esteem lessons were implemented in all team classrooms. Several of the lessons implemented in the science classroom came from a book called The Winner's Circle: Yes, I Can! by Clare LaMeres. The number of students in each classroom was limited to nineteen maximum. This small number of students allowed for more teacher student interaction and a more intimate setting when students were put in situations where sharing could seem risky. In addition, a full unit on self esteem was implemented in the Health-Wellness class.

This unit included activities that encouraged students to identify their strengths and better attributes; they discussed and shared these in class. (Appendix M) Another activity utilized by the team was quarterly awards ceremonies. Each nine weeks deserving students were given awards for academics, attitude, attendance and hard work. Students who didn't win awards, a very small number, were encouraged to set specific goals for which award they wanted to win at the next ceremony and how they would achieve said goal. A motivational speaker was used at the second awards ceremony to further energize students in their progress toward success.

Although in the original project action plan the goal was to choose one theme or social skill per six weeks to 'focus' development of learning activities across the curriculum, this plan was formulated prior to meetings with the whole integrated team, and the team teachers decided that since this was the first year of implementation for this team such a goal was too ambitious. In addition, the team was unable to implement extensive integrated units. Several mini-integrations were implemented. For instance, students in math class compared equations with inequalities to concepts of prejudice in *To Kill a Mockingbird* from English class and wrote a paragraph about their discussion. Larger integration units are planned for the second semester and students have already been preparing for a project on relationships that spans across all of the team class curricula.

Team teachers established a weekly meeting schedule of four meetings per week. This constant contact allowed teachers the time to not only discuss what each teacher was doing that week and how best to accomplish it, but the progress of students

and how best to help them achieve success. Team teachers were also in contact with reading specialists and special education staff weekly to assess the needs of struggling students and what interventions were necessary.

Presentation and Analysis of Results

In order to assess the effect the interventions had on academic success student's GPA's (grade point averages) were calculated, first for the second semester of the eighth grade year and then again post intervention for the first semester of the ninth grade year. As stated in chapter two the students GPA's were at an average just slightly below a C at 2.9 on a 5 point scale. The post intervention GPA's were dramatically improved, at an average of 3.72 which is a B+ and an increase of 0.88 nearly a full letter grade higher than pre-intervention. Out of data collected on sixty one students fifty three of them increased an average of 1.07 grade points, one student stayed the same, and seven students decreased their GPA by an average 1.01 grade points. This data is summarized in the pie graph found in Figure 1. Since 53 out of 61 students increased their GPA's this calculates to 87% of the student population that were included in this study. These results are significant. This increase in academic success is attributed to a

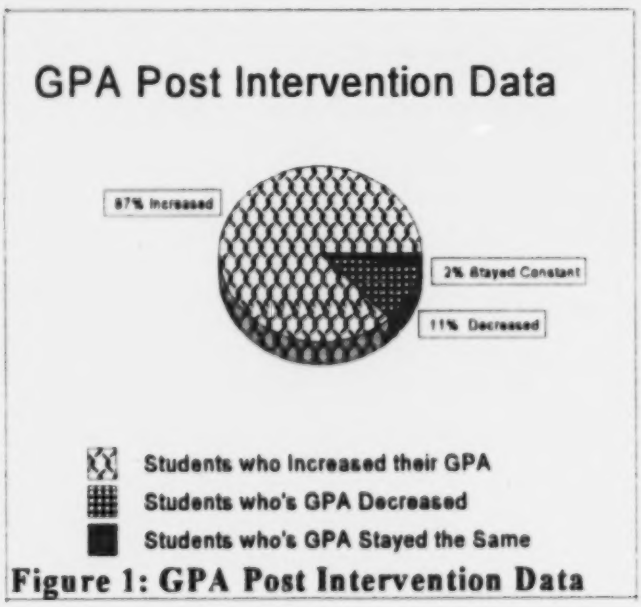

Figure 1: GPA Post Intervention Data

number of factors in the intervention, especially the use of consistent management and organizational strategies. This integrated effort was one of the more substantial reasons students were able to increase their academic success. In addition addressing student problems immediately in a detention/study session the following morning proved to be quite effective with many students. Smaller class size, more structured reading and writing strategies, and a team attitude were all contributing factors in the students improved academic success.

Students also exhibited an improved self esteem. Although it is impossible to quantify how much of an improvement students made in their self esteem it was obvious from teacher observation and the results of the post intervention survey that students felt better about themselves and their chances for success. At the beginning of the year students were heard to say things like, "yeah these classes are for us slow kids", or "this must be the dummies hall". These comments dissipated after only a few weeks, seemingly after students realized that they would be getting the same curriculum as other freshmen only perhaps presented in a different way. In addition, the post survey showed dramatically positive comments and data regarding students attitudes about themselves and the integrated program. (Appendix N) The results of the post survey are shown in table 3. When students were asked if they felt they were better readers and writers, on the average four out of five said yes. In response to the question did they feel better equipped to be successful in high school since being on the team ninety three percent answered yes, that they believed they were better equipped. The two questions that really are telling when it comes to the success of the program are

questions five and seven. When eighty five percent of students feel better about themselves and their ability to learn and would recommend the integrated program to

Table 3 Post Survey Data for Integrated TEAM Students - 3/18/98

Post Survey Questions	% saying No	% saying Yes
1. Do you think that you are a better reader than you were 5 months ago?	28%	72%
2. Do you think that you are more organized than you were 5 months ago?	27%	73%
3. Do you think that you are a better writer than you were 5 months ago?	13%	87%
4. Do you feel better equipped to be successful in High School since being on the TEAM?	7%	93%
5. Do you think that you would recommend the TEAM to new incoming freshman?	15%	85%
6. Do you see more connections between classes than before the TEAM?	10%	90%
7. Do you feel better about yourself and your ability to learn than before the TEAM?	15%	85%

other freshman, it's obvious there has been some significant progress made in the minds and hearts of these students. In addition to these questions on the survey there was space for students to make comments about what they liked and didn't like about the integrated team experience; some of the comments were very telling. Student A states that what he liked about the team program was, "The teachers all working together to make us successful." Student A also states that he would recommend the team to new incoming freshman because every time he experienced difficulty the team supported him. Student B says, "The team helps you start off on a good foot. With

team, all classes relate and I got a better understanding. The team helps you a lot toward being successful." Another student states that, "They were smaller classes, and all my friends were in the classes, and they helped me be more organized." Again and again students gave valid reasons for liking the team experience not just that their lockers were close to the classes or that their friends were there but that, "this team really showed me organizational skills", or "the team showed me that English was important in all classes",or "all our work relates to the other classes". Although the survey data was initially designed to give the researcher an overall idea about the self esteem and attitudes of students, it turned out to be the more revealing of the data collection tools used in this study.

The data collected from the Gates-MacGIntie reading test-were much less encouraging than the GPA data or the post survey. The data collected indicated that 50% of students tested increased their reading level an average of 1.8 grade levels in six months, and 50% decreased their reading level an average of 1.4 grade levels in six months. This data is summarized in the pie graph found in Figure 2. Although this data is disappointing and unsupportive of this

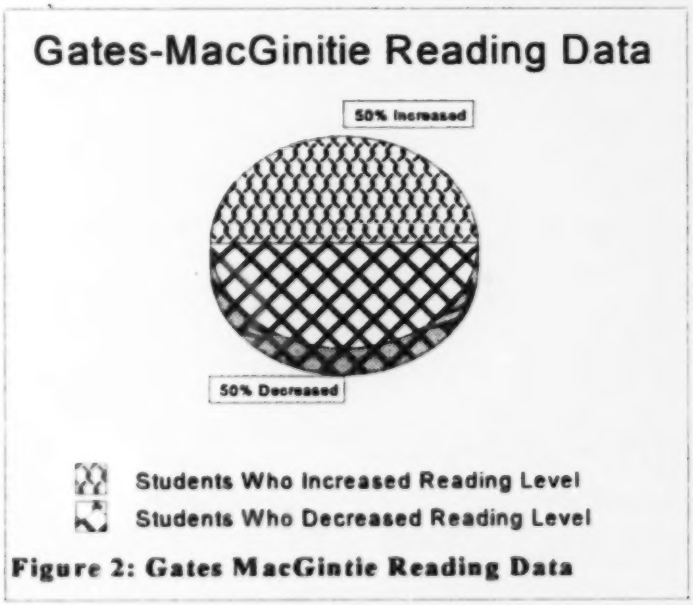

Figure 2: Gates MacGintie Reading Data

thesis, the data is questionable. Standardized tests have long been questioned as adequate measures of a student's intelligence. In addition, the fact that some students gained as much as two or three years in reading level in only six months or that some students dropped as much as three grade levels in only six months lends itself to suspicion. Furthermore, experience proves that many students do not put forth their best effort on standardized tests that have no bearing on their grade. For these reasons, the data presented regarding the Gates-MacGinitie is considered suspect and unreliable. Being that the data regarding student reading level is inconclusive it is difficult to tell if student reading ability has improved. Although if one looks back at the data presented in table three from the post survey, the majority (72%) of students themselves believed that they were better readers than five months prior, at the onset of school.

Conclusions and Recommendations

Based on the presentation and analysis of the data on academic success (GPA's) and the post survey data, the students showed marked improvement in their level of academic success and self esteem. As previously stated the data on the student's reading level is inconclusive. The interventions, consistent classroom management techniques, threaded reading and writing techniques, increased cooperative learning activities, increased self esteem activities, and integrated curriculum lessons, appears to have increased the students academic success level and self esteem. In regards to the reading level of students, the students themselves (72%) believe that they are better readers.

After examining the results from the presentation of data, only one recommendation seems clear, a resounding yes to the teaming and integrated concept of teaching. Although many experts would say that the interventions utilized here do not qualify as integrated curriculum in the strictest definition of the term the consistent strategies used in each classroom had a marked effect on student success. One might argue that the smaller class size and therefore increased attention were the cause of the resulting data. However, the structure afforded to these students was the direct result of the interaction of and actions taken by a team of teachers. Only through the constant contact among team teachers could patterns of student behavior be discovered and consistent interventions be devised. The vast majority of students appreciated these consistencies and used them to their advantage.

Integrated curriculum or the team teaching concept is, according to this data, a beneficial intervention. As a teacher/researcher I look forward to an increase in formal curricular connections among our team classes as the years progress. Every book and article that attempted to instruct educators on integrated curricula suggested that educators start slow and make natural connections, and avoid forced incoherent designs. If these are the results in the first year of minimal integrated strategies, it boggles the mind to think what could be accomplished as the team progresses.

This researcher has several suggestions for educators considering integrated curricula as an intervention. First, be sure that the administrators are supportive and choose team members wisely; start ahead of time to meet with your team and spend time team building among yourselves. Second, start slow, make connections and

decisions using caution and common sense. Third, be prepared for hard work; the constant meetings and changes in your old daily routine will be stressful, but be brave because it will pay off in the long run. Fourth, design some tools for measuring progress; seeing the improvement of students in black and white can be very encouraging and can validate the program. And lastly, let the educational community know of your successes and failures so that all educators can learn from your experience.

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APPENDICES

Appendix A
Pre-Intervention Survey

SURVEY - Miss L. Morris Orland IV

Record your reactions to the following statements by circling one of the four possible answers to the right of the statement. The four possible answers are 1. I strongly agree, 2. I agree somewhat, 3. I disagree somewhat, and 4. I strongly disagree.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
1. I think of myself as smart.	1.	2.	3.	4.
2. I am a good student.	1.	2.	3.	4.
3. School is a worthwhile place to be.	1.	2.	3.	4.
4. I think being a good student is important to my future.	1.	2.	3.	4.
5. School is boring.	1.	2.	3.	4.
6. I like to learn new things.	1.	2.	3.	4.
7. I am a good reader.	1.	2.	3.	4.
8. I remember what I read.	1.	2.	3.	4.
9. I like to read.	1.	2.	3.	4.
10. I wish I were a better reader.	1.	2.	3.	4.
11. I wish I were a better student.	1.	2.	3.	4.
12. I think I am capable of learning.	1.	2.	3.	4.
13. I feel I am slower than most students.	1.	2.	3.	4.
14. Most teachers do not teach in a way that I can understand.	1.	2.	3.	4.
15. I often learn things one day and forget them the next.	1.	2.	3.	4.

Appendix B
Fogarty's Ten Divisions of Integrated Curriculum

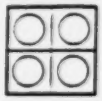
Toward an Integrated Curriculum

Ten Views for Integrating the Curricula: How Do You See It?

1

Fragmented

Periscope—one direction; one sighting; narrow focus on single discipline



Description

The traditional model of separate and distinct disciplines, which fragments the subject areas.

Example

Teacher applies this view in Math, Science, Social Studies, Language Arts OR Sciences, Humanities, Fine and Practical Arts.

2

Connected

Opera glass—details of one discipline; focus on subtleties and interconnections

Description

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next, and related idea(s) explicitly.

Example

Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

3

Nested

3-D glasses—multiple dimensions to one scene, topic, or unit

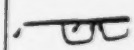
Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill, and a content-specific skill.

Example

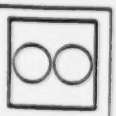
Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill), and plant life cycle (science content).

4



Sequenced

Eyeglasses—varied internal content framed by broad, related concepts



Description

Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

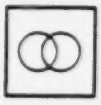
Example

English teacher presents an historical novel depicting a particular period while the History teacher teaches that same historical period.

5

Shared

Binoculars—two disciplines that share overlapping concepts and skills



Description

Shared planning and teaching take place in two disciplines in which overlapping concepts or ideas emerge as organizing elements.

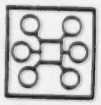
Example

Science and Math teachers use data collection, charting, and graphing as shared concepts that can be team-taught.

6

Webbed

Telescope—broad view of an entire constellation as one theme, webbed to the various elements



Description

A fertile theme is webbed to curriculum contents and disciplines; subjects "see the theme to sift out appropriate concepts, topics, and ideas.

Example

Teacher presents a simple topical theme, such as the circus, and webs it to the subject areas. A conceptual theme, such as conflict, can be webbed for more depth in the theme approach.

7

Threaded

Magnifying glass—big ideas that magnify all content through a metacurricular approach

Description

The metacurricular approach threads thinking skills, social skills, multiple intelligences, technology, and study skills through the various disciplines.

Example

Teaching staff targets prediction in Reading, Math, and Science lab experiments while Social Studies teacher targets forecasting current events, and thus threads the skill (prediction) across disciplines.

8

Integrated

Kaleidoscope—new patterns and designs that use the basic elements of each discipline

Description

This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example

In Math, Science, Social Studies, Fine Arts, Language Arts, and Practical Arts, teachers look for patterning models and approach content through these patterns.

9

Immersed

Microscope—intensely personal view that allows microscopic examination as all content is filtered through lens of interest and expertise

Description

The disciplines become part of the learner's lens of expertise; the learner filters all content through this lens and becomes immersed in his or her own experience.

Example

Student or doctoral candidate has an area of expert interest and sees all learning through that lens.

10

Networked

Prism—a view that creates multiple dimensions and directions of focus

Description

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Example

Architect, while adapting the CAD/CAM technology for design, networks with technical programmers and expands her knowledge base, just as she had traditionally done with interior designers.

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Appendix C
Team Classroom Management Rules

All For One

Classroom Expectations

Responsibility - All students are expected to be responsible for their own actions. (You are responsible for YOU!) This will make each student more productive and successful and will give them tools to be a positive member of society. The following expectations will encourage students to become responsible for themselves.

1. **A tardy** is defined as not in your assigned seat by the time the tone sounds.
   - 1st - warning
   - 2nd - teacher conference
   - 3rd - 1 hour teacher detention
   - 4th - 1 hour detention (BSA) + parent/teacher/student conference
   - 5th - 1 hour detention (BSA) + referral to student services
   - 6th - referral to Dean + Saturday detention
   - 7th - student dropped from class

2. **When a detention is assigned to a student, it must be served from 8:15 to 9:15 in the morning the next day**. If a student does not have a ride to school at that time, it is that student's responsibility to ride the early Junior/Senior bus in order to be there for the detention.

3. **Bring materials needed for class each day:** p.e. uniform, assigned homework, pen, pencil, binder, student handbook, and textbook. The textbook and handbook will be provided for you. All other materials are the responsibility of the student. Failure to be prepared for class will result in a detention.

4. **Homework** will be checked in class on the day it is due. Homework will be accepted one day late with one grade deducted. If homework is not turned in at this point, a one hour detention will be assigned to the student where he/she will complete the homework for half credit.

5. **If you are absent**, it YOUR RESPONSIBILITY to find out what assignments you missed and hand in make up work on time. You have **TWO DAYS** for every **EXCUSED** absence to make up your work. Note: You days to make up work begin the first day you return to school. If you have not made up your work after your allotted days expire, you will be assigned a detention where you will make up your work for half credit.

6. **Students are expected to be prepared for ANNOUNCED tests/quizzes/all assignments regardless of absence.** All teachers will have weekly schedules posted. PLAN AHEAD!

7. **There is no talking or use of any additional help during tests/quizzes/ or homework** unless it is specified by the teacher. Violation will result in a phone call home, a zero for the test/quiz/homework assignment, and a referral to the dean for **cheating**. A second offense will have the same penalty as above and could result in a drop from the class.

8. **Grading scale:** Below is the grading scale for all team classes. Grades will be calculated on points. Students will be expected to keep track of their grades at all times!

90 - 100%	A
80 - 89%	B
70 - 79%	C
60 - 69%	D
below 60%	F

9. **Passes to leave class will be given only for emergencies.** If passes are abused, they will cease for that individual.

10. **Any time a student in not engaged in classroom activities** and/or is distracting others from their work that student will serve a detention in order to make up that time.

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Team Classroom Management Rules (cont.)

Respect - Students must have respect for themselves, peers, teachers and their environment in order to reach their full potential.

No food or drink are allowed in the classroom at ANY TIME! Failure to adhere to this rule will result in a detention. Gum is allowed as long as it does not interfere with the educational process. Such instances will be dealt with on an individual basis.

10. **Be recognized before speaking.** When another student is talking after being called upon, or when I am speaking, the rest of the class is listening.

11. **Use appropriate language in class.** NO inappropriate comments, noises, or words are allowed. Respect your peer's comments, views, and opinions.

12. **The classroom should be left as you came in.** No vandalism of desks, other school property, or another's property. The area around your desk is expected to remain clean. Failure to adhere to this rule will result in a detention where you will clean the room.

13. **Keep hands, feet, and objects to yourself.** There is no reason to be out of your seat during class, unless you are asked to do so by me. Pencil sharpening and any other responsibilities should only be done at opportune times.

14. **EVERY student is encouraged to participate** in class and group discussions/activities. Learning in this class will be an ACTIVE experience. Each student has something important to contribute to the class.

15. **We work until the end of the class.** Stay in your seat until the bell rings. I dismiss you, not the bell.

16. If an incident occurs which is not covered in these class expectations, I will use the school's procedures as listed in the Student Handbook and seek council of the dean's office.

I have read and reviewed the classroom expectations for all teachers in the team All For One with my son/daughter. I have checked to make sure they understand the expectations and the consequences for not adhering to these rules.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

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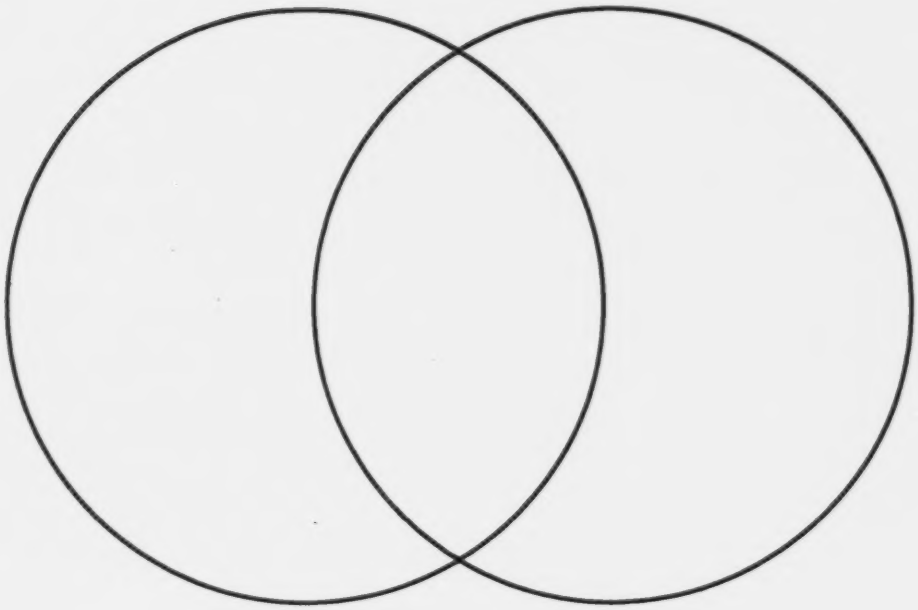
Appendix D
Venn Diagram

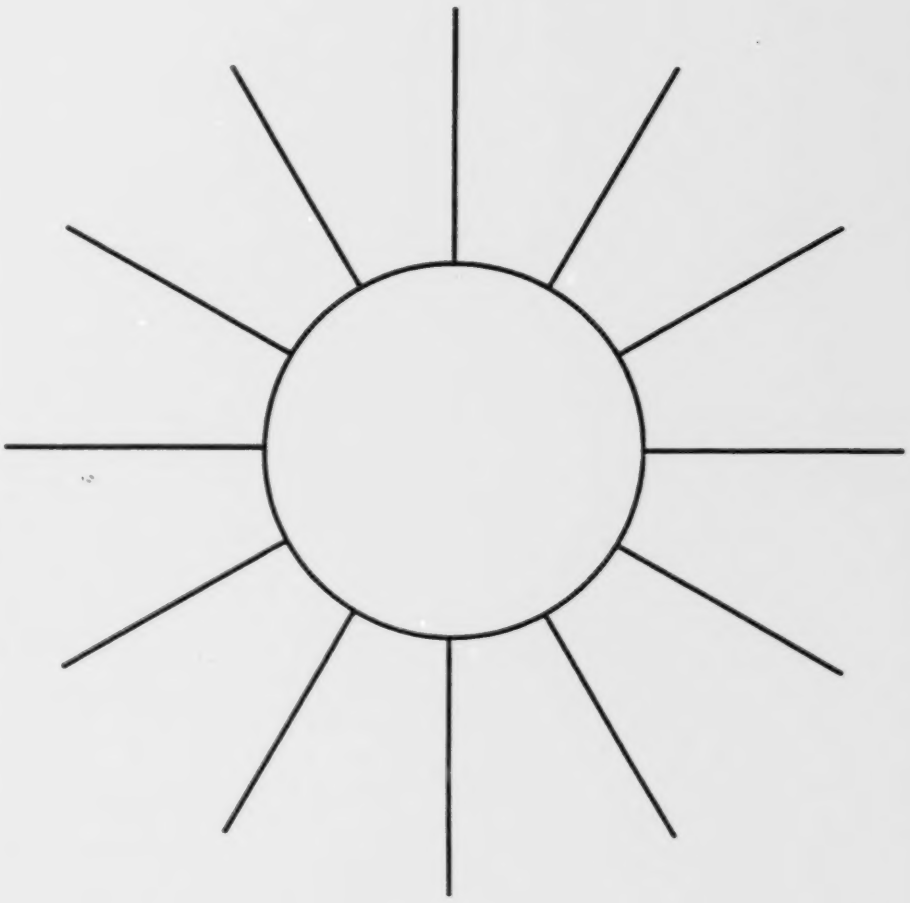
VENN DIAGRAM



Appendix E
Web Diagram

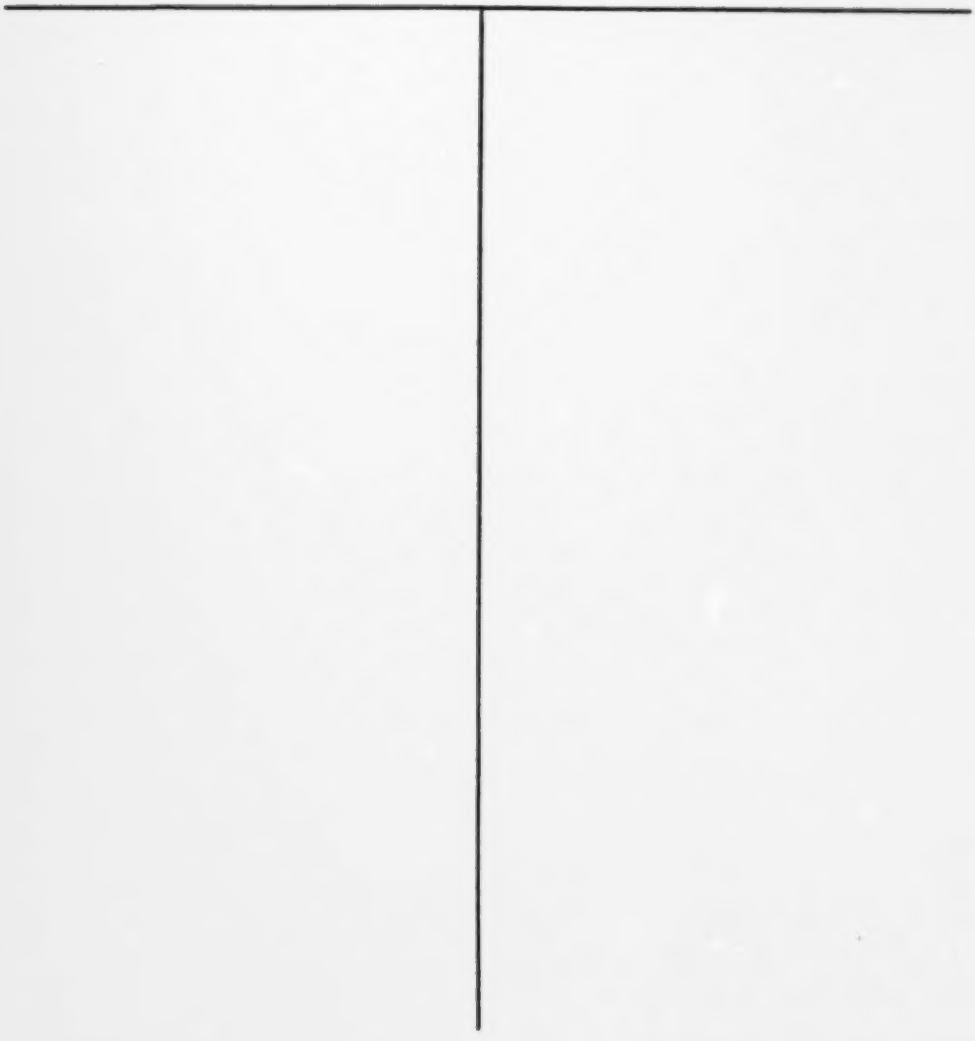
NAME _____ CLASS _____

THE WEB

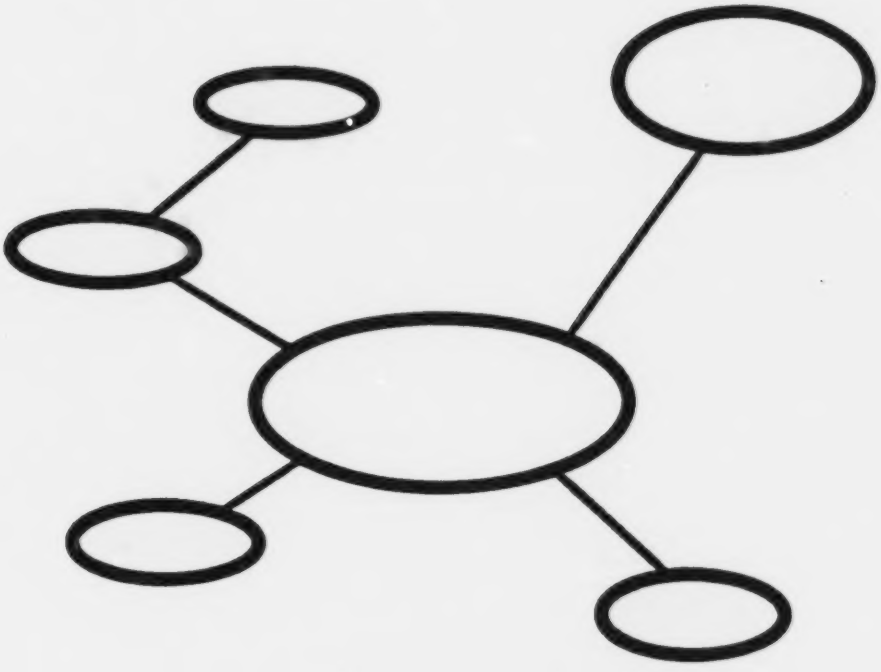


Appendix F
T-Chart

T-Chart



Appendix G
Mind Map Diagram



The Mind Map

Appendix H
Team Paragraph Format

All For One
Paragraph Format

Wonderful colleagues.

Here is how paragraph format will be taught to our wonders beginning the second week in English 9. I ask that you have the students write at least ONE paragraphs in your class during the 3rd and 4th week of school using the below format. This should sufficiently lodge the concept in their brains!

Thanks!
- Tufo

Proper Paragraph Format

1. **Indent** the first line five spaces.
2. **Skip lines** in writing so it is easier to edit and write comments.
   . Done on **loose leaf** paper and **in ink**.
2. Begin with a **topic sentence** .This states the main idea of the paragraph.
3. Provide **support** for your topic sentence. This comes in the form of examples/reasons.
4. Provide **closure** for your thoughts. This restates or expands on the topic sentence.

Before You Write...

It is **VERY** important you set the students up as much as possible. Here is how I set up **ALL** writing assignment for my students.

1. Introduce assignment
2. Go over it orally and have it in writing for the student to see (overhead/handout/etc.).
3. Pre-write Brainstorm with the students on overhead/board/and orally.
4. Provide a model of a good paragraph for your assignment on the overhead. read it. and point out the different components of proper paragraph format.
5. Allow students time to write leaving the model on the overhead.

Appendix I
Team Paragraph Rubric

Paragraph Rubric

4 — excellent
3 — above standards
2 — meets standards
1 — needs improvement
0 — not yet

Proper Format	• indented • skip lines • ink • loose leaf	4	3	2	1	0
Focus	•writer clearly addresses the assignment through • out the paragraph	4	3	2	1	0
Topic Sentence	• states the main idea of the paragraph	4	3	2	1	0
Support	•develops the main idea with reasons, examples, etc.	4	3	2	1	0
Closure	•restates and/or expand on the main idea	4	3	2	1	0
Grammar/ Punctuation	•(Emphasize current grammar rules.)	4	3	2	1	0

Grading Scale

22 - 24 A
19 - 21 B
17 - 18 C
14 - 16 D
13 and below Not Yet

TOTAL SCORE 24

Comments:

Appendix J
QAR Sample Lesson

Q.A.R. Study Questions

Subject:

Topic:

Text:

Directions: Write all answers on a separate sheet of paper. Answer in complete sentences using part of the question in your answer.

RIGHT THERE The answers to these can be found within one sentence in the text.	THINK AND SEARCH The answers to these can be found in the text; however, more than one sentence or paragraph may need to be searched.	IN YOUR HEAD The answers to these will not be found in the text. You will need to use what you have learned or what you already know.
1. What percentage of the earth's surface is covered with oceans?	2. Explain the three steps of the water cycle.	3. Why (or why not) is conserving water important? Describe some things that you personally can do to save water.
4. What percentage of the earth's water supply is **fresh** water?	5. Explain how glaciers are formed.	6. The supply of fresh water is decreasing because of pollution. What things can you do to reduce water pollution?
7. What is "melt water" which comes from glaciers?	8. Explain some factors that can affect surface runoff.	
9. What is a reservoir?		

***For number 10, **answer** the question and **tell if this question is a "right there," a "think and search," or an "on your own" question.**

10. What is the difference between glaciers and icebergs?

Appendix K
DEAR (Drop Everything and Read) Policy

D.E.A.R

All For One will be participating in **D.E.A.R** (drop everything and read) starting this week. Ms. Vance and Ms. Eichelberger have selected 12 books that you will be choosing from. Today you will be introduced to a few of these selections in each one of your team classes and will be checking one out at the end of the day.

THE REQUIREMENTS

- You will be required to read **ONE** book this semester which will be worth **100 points. This grade will be divided into the four team classes.** (You will get a grade out of 25 for each team class.)

- You will be required to **bring your D.E.A.R book to each team class** EVERY **day because you will never know when we will drop everything and read! Your D.E.A.R book is now part of the daily required materials.** If you do not have your book, you will get an **automatic detention** in which you will **read for 60 minutes with us!** (FUN!) Whenever you have extra time in class and have no homework to do, you can pend that time reading.

- Every **ADDITIONAL BOOK** you read from our twelve selections will be worth **20 POINTS EXTRA CREDIT** towards the class of your choice. **(Limit 20 points extra credit per class, per semester.)**

TO GET CREDIT FOR A BOOK

- You must **COMPLETE** the book!

- You must keep a daily **reading log** (handout) which records the pages read, the date, and a brief summary or reaction to the pages you just read. YOU MUST WRITE IN COMPLETE SENTENCES AND IN INK! **This is worth 50 POINTS of your 100 POINT book grade!**

- You must **set up an appointment and conference** with the team teacher who has read the book you have just completed. (This will be posted in all rooms at a later date.) **Your conference is worth 50 POINTS of your 100 POINT book grade!** You will be graded on the knowledge of the plot, reactions, and thoughts about the book. Basically, you need to have read the book carefully and thought about it!

- You must have at least **ONE BOOK AND CONFERENCE DONE** by **January 9th.**

!GO TEAM!

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Appendix L
Sample Quotes

"No one can make you feel inferior without your permission."
Eleanor Roosevelt

"You can do the impossible; it just takes a little longer."
Judith Sans

"The deepest principle in human nature is the craving to be appreciated." *William James*

"There might be some people who can stop you temporarily, but you are the only one who can do it permanently."
Unknown

"Failure is the opportunity to begin again more intelligently."
Henry Ford

"The way you get rid of a habit is you coax it down the stairs one step at a time." *Mark Twain*

"Do not follow where the path may lead. Go instead where there is no path and leave a trail." *Unknown*

"Failure is an event, not a person."
Unknown

"We see things not as they are, but as we are."
Talmud

Appendix M
Sample Lessons from Self-esteem Unit in Health Wellness

Enhancing Self-Esteem

WORKSHEET 4

Discovering Who I Am

Complete the following sentences as quickly as possible.

My most important strength is _____

The person who means the most to me is _____

I am proud of _____

I believe that _____

The thing that makes me most angry is _____

The thing I would most like to change is _____

I enjoy _____

The person who has influenced me the most is _____

The thing I do best is _____

I feel sad when _____

My greatest fear is _____

In ten years, I will be _____

When I am with my friends _____

I am happy when _____

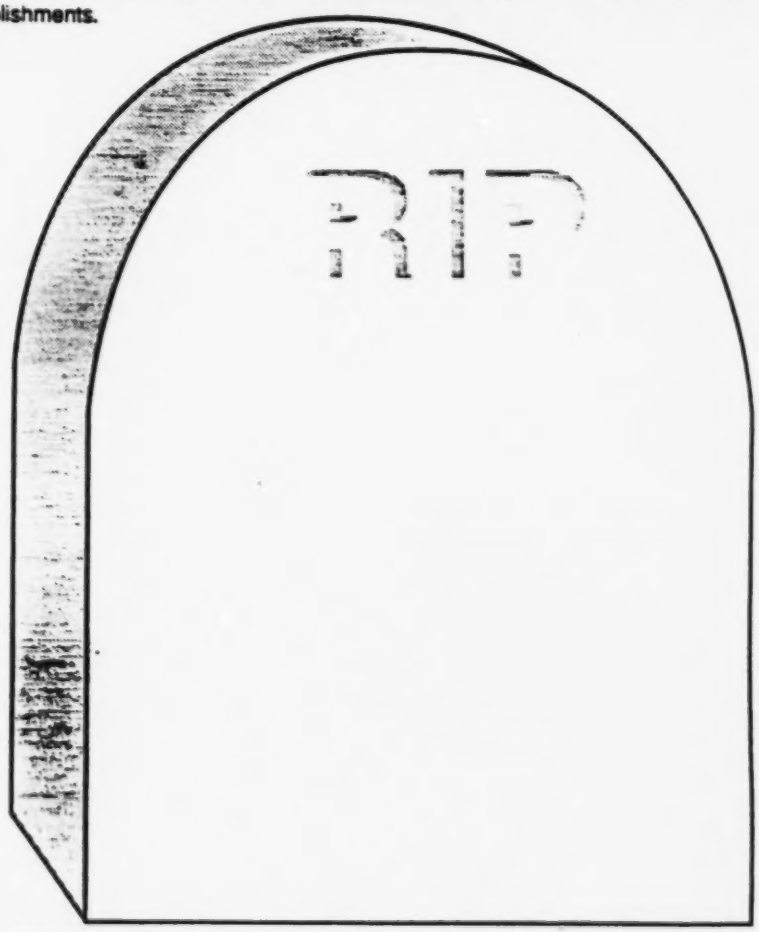
Sample Lessons from Self-esteem Unit in Health Wellness (cont.)

Setting Personal Goals

WORKSHEET 55

Writing My Own Epitaph

Picture yourself at 60 years old. Think about what you have done, all the things you have accomplished in your life. If you were to die, what would you want to be remembered for? On the tombstone below, write your own epitaph describing your good qualities and/or your accomplishments.



Sample Lessons from Self-esteem Unit in Health Wellness (cont.)

SELF ESTEEM WRITING ASSIGNMENT

- This assignment will take the place of an exam for this health unit.
- The assignment will be worth 30 points.
- This will be graded on paragraph form, and a clearly demonstrated understanding of self esteem.

Subject: Write about a time where you had very high self esteem or very low self esteem. Give a full description of the event and why you felt the way that you did.

Here is the writing pattern you may follow:

Topic sentence:
- **Tell the reader whether you are writing about a time of high or low self esteem (1 sentence)- 3 points**

Support:
- **This first part of the body should describe the story to the reader. (Where were you, who were you with, when was this, what was happening and why was this occurring, etc.) (5 sentences)-10 points**
- **The second part of the body should describe your feelings in that situation. Then tell the reader why you think you felt the way you did. (3 sentences)-10 points**

Closure:
- **Restate the main idea of your paper similar to the topic sentence. (1 sentence)-3 points**

In class process:

1. Write a rough draft of this assignment completing each section with the correct number of sentences.
2. Look up any words that you are not sure how to spell in the dictionary.
3. Have a partner proof read your paper for correct paragraph formation and word spelling.
4. Check your rough draft in with a teacher.
5. Write your final copy.
   - -right corner: name subject, date, period
   - -title: Self Esteem Paper
   - -skip lines/write in pen as clearly and neatly as possible
   - -put in journal folder to be graded

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Appendix N
Post -Intervention Survey

Student Post Survey - 3/18/98

Since you began your freshman year and reflecting on your expenence in the freshman team with Mr. Linders, Ms. Morris, Ms. Richardson and Ms. Tufo do you think that...

1. You are a better reader than you were 5 months ago? Yes No

2. You are more organized than you were 5 months ago? Yes No

3. You are a better writer than you were 5 months ago? Yes No

4. You feel better equipped to be successful in High School Yes No

5. You would recommend the TEAM to new incoming freshman because of your expenences in the last five months? Yes No

6. You see more connections between classes than in eighth grade? Yes No

7. You feel better about yourself and your ability to learn? Yes No

Below, please comment on how you feel about the TEAM expenence.

8. What did you like about being in TEAM, meaning what did yo think were the advantages to this approach?

9. What did you dislike about being in the TEAM (if anything), meaning what did you think were the disadvantages to this approach?

10. Would you recommend that new freshman be in a TEAM? Why or why not?

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